DOCUMENT RESUME

ED 233 121 UD 023 050

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TITLE Manual for Dissemination of Promising Program Models.
INSTITUTION Merrimack Education Center, Chelmsford, Mass.
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Div. of Curriculum and Instruction.
PUB DATE Sep 82
NOTE 97p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Arithmetic; Computer Literacy; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Information Dissemination; *Program Development; Reading Instruction; Science Instruction; *Staff Utilization; State Departments of Education; *Technical Assistance
IDENTIFIERS *Massachusetts

ABSTRACT

The Massachusetts Board of Education recently adopted a 5-year plan to assist Local Education Agencies (LEAs) in the curriculum areas of reading, writing, arithmetic, science, and computer literacy. However, reduction in funds and staff at the LEA level has decreased the ability of local programs to implement marketing and assistance. This manual, designed for use by both local education program developers and external technical assistants, provides strategies for regionalizing model program dissemination efforts by retraining current State Education Agency (SEA) staff. Section I covers selection of information strategies from promising programs; this includes interviewing, on-site observations, document selection, and visual aids. Section II provides strategies for marketing programs at a regional level, and includes the development of booklets, brochures, slide presentations, a regional educational forum, and an outline for workshop presentations. In section III, an implementation model which uses an external technical assistant is presented. Section IV provides an in-service staff training design for SEA staff. Finally, section V contains interview and observation forms, and sample dissemination materials for model projects. (AOS)

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MANUAL FOR DISSEMINATION OF PROMISING PROGRAM MODELS

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SEPTEMBER, 1982

BY
SUSAN C. MARTIN, M.ED.

FOR
EVALUATION RESOURCE CENTER
OF THE
MERRIMACK EDUCATION CENTER

FOR THE

MASSACHUSETTS DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION

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ACKNOWLEDGEMENTS

I would like to thank Dr. Jean E. Sanders, Merrimack Education Center for her advice, assistance, encouragement and support during the writing of this manual.

I would also like to thank Douglas S. Fleming, Northeast Regional Exchange, for his technical assistance and location of resources in preparation of this document.

Word processing and page layout were done by Roberta Giaimo. Cover design was done by Deborah Boyns.

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INTRODUCTION

The purpose of this manual is to provide the user with methods and materials that can be used in the dissemination of promising program models at a minimal cost. It is designed so that it can be used by local developers or by an external technical assistant.

The Massachusetts State Board of Education's newly adopted five-year plan targets technical assistance to LEAs in the curriculum areas of reading, writing, arithmetic, science and computer literacy. However, reduction in funds and staff at the LEA level has decreased the ability of local programs to provide for marketing and assistance to adopter sites. This manual provides strategies for regionalizing the dissemination effort with the re-training of current SEA staff.

There are five sections to the manual. Section I covers selection of information strategies from promising programs. This includes interviewing, on-site observations, document selection, and visual aids.

Section II provides strategies for marketing programs at a regional level and includes the development of booklets, brochures, slide presentations, a regional educational forum, and an outline for workshop presentations.

In Section III, there is an implementation model using an external technical assistant and Section IV provides an In-Service Staff Training Design for SEA staff.

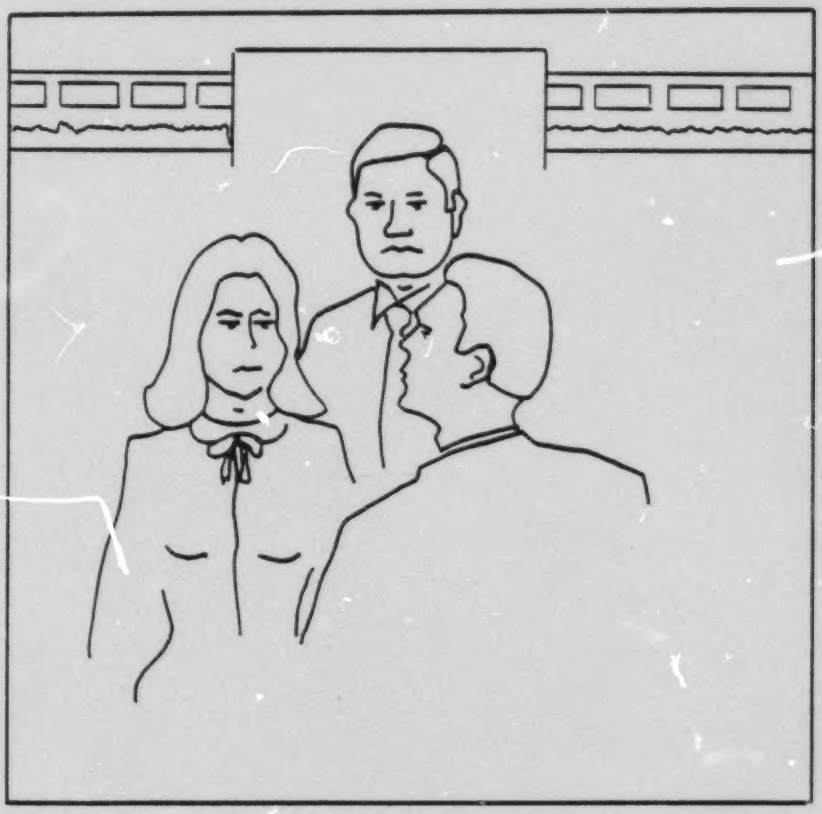
Section V contains all appendices, including the bibliography.

The writer encourages readers to review each section and adopt what will be useful to their program. Technical assistance in any and all areas is available through the Merrimack Education Center.

Strategies for Selecting Information

1

From Promising Programs



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The purpose of selection strategies is to choose the components and materials of a program that can be used for dissemination. A variety of methods should be used in this selection process and a combination of these will produce the information to be used in a marketing package. Strategies described here are low in cost and can be used by an external agent or a member of a program staff.

The criteria for marketability to another district should be kept in mind by the person performing the task. Those criteria are:

- clear goals and objectives
- evidence of effectiveness
- management
- community acceptance
- costs
- staffing
- ease of transportability
- services to students
- organization
- materials/equipment
- facilities

ON-SITE VISITS

On-site visits are key to any dissemination strategy. Through such visits key elements of the program can be observed, learner behaviors noted, and information that is important for implementation at an adopter site determined. Written descriptions do not show concepts of time, space, and movement that may be key to the success of the program.

On-site visitation includes:

- interviews of key personnel/participants
- classroom observations
- visual reproduction

Three visits to a site are necessary. The first visit for interviews, the second classroom observations and the third for obtaining visuals and documents. By the third visit, familiarity with the program will make the photography and document selection easier.

INTERVIEWS

"Each person knows his or her own job best...People very effective at their jobs don't necessarily reflect on what they are doing that works so well. So having a fresh person...interview each person about his or her roles, skills, attitudes, and tasks help get the kind of complete information a new site needs to replicate your project. The analyst should have a position compatible with sorting out conflicting reports and observations. It helps if the analyst knows a wide range of projects so he or she can compare features..."[1]

Interviews will provide information about the program and its various components that will be used:

- to compile written and audio-visual presentations
- to provide a basis for classroom observations
- to identify which key elements are most important to each group

In developing marketing materials to be used with a variety of audiences, it is necessary to seek the opinions of those same audiences at the developer site. Interviews should be arranged with the superintendent, project administrator, teachers and parents. Students can be informally interviewed during classroom observations.

The best technique for maximizing the interview is to use a tape recorder. A tape of the interview will provide the interviewer with a detailed tool for further use. Enthusiasm or lack of it is often conveyed in oral communication. Lengthy answers can be assessed later and their impact not lessened by note taking. Interview questions should be written prior to the interview and a copy sent to the interviewee (Appendices A1, 2, 3, 4). Interviews should last no longer than a half hour.

---

[1]Excerpts from Packaging Your Educational Program (Draft), San Francisco, California, Far West Laboratory, 1977, p. IV-88.

EQUIPMENT NEEDED

- portable cassette recorder with built-in microphone
- two (2) high quality 90-minute tapes
- questionnaires

CLASSROCM OBSERVATIONS

In discussing the adoption and implementation of a program with a potential adopter, the agent must be able to accurately describe the program in action. This kind of knowledge can best be obtained through close observation in the classroom. The observer should keep two questions in mind while doing the observation: 1) what is happening that makes this program successful; and 2) what kinds of information will a potential user need to have that is not written down?

The observer should be noting:

- social-emotional climate
- cognitive processes
- space and student groupings
- teaching strategies

A checklist is a recommended way of keeping track of these observations (Appendix A-5) since both teacher and student behavior is effected by extensive note taking. Lengthy note taking can be done during change in tasks. A tape recorder that will provide an oral re-enactment of classroom activity is also helpful. Dictate observations onto the tape after a session.

If the program will allow, participation in an activity by the observer is useful. Assisting with an art project, listening to reading, physically helping with an activity, or accompanying a field trip will allow the observer to interact with the students and reduce the anxiety level and thus the variable.

EQUIPMENT NEEDED

- small portable tape recorder with built-in microphone
- two (2) 90-minute tapes
- checklist

DEVELOPING AUDIO-VISUALS

Written descriptions of programs are greatly enhanced by visuals. The key elements of a program can be demonstrated through visuals without potential adopters visiting a site. Presentations that include visuals are well received and often more successful.

Visuals should concentrate on the key elements of a program. These will have been identified through the state selection process, interviews and observations. Both time and money can be saved by concentrating photography on those elements and creating the pictures that best represent the program. Film that can be developed into slides and pictures should be used so that two kinds of visuals can be created from one session.

On the assumption that the extractor will also be the disseminator, the slides can be used without developing a tape. The disseminator will provide the narrative as the slides are used. The following task should be performed:

SEQUENCE OF TASKS

- determine key components of program
- select time for photography
- take pictures of targeted components and "extra's" to eliminate "posed" look
- secure release from parents to use pictures
- ask developer to give you a "page" of proofs
- select slides and pictures and have developed

- label slides and place in plastic slide tray (notebook size)
- write narrative for each slide on 5" x 7" index card (see Appendix A-6)
- place slides and narrative in a notebook
- select pictures and make display boards

Since the slides will be shown to different groups (teachers, administrators, community groups), this type of system allows the disseminator to pull out certain slides for targeted audiences rather than running a whole series. Personal narration allows for discussion, and elaboration.

Pictures developed from the same film can be used for display boards at education fairs, seminars, and conferences. Examples of students work and pictures can be attached to 3'x3' oak-tag, labeled, and transported as part of a marketing package.

Film, developing of slides and pictures, and materials can be obtained for under $25.00.

EQUIPMENT NEEDED

- camera
- three (3) rolls of film
- plastic slide trays
- loose-leaf notebook
- 5x7 index cards
- 3x3 oak tag

Transparencies can be made of materials that are used in the program. These can be used in a variety of ways that are discussed in the next section. A sample of plans, classroom activities, schedules, record keeping, charts, reports, evaluations, etc. should be acquired. These then are copied over onto plain white paper, using large type and letro-set for easier reading on a screen. Once the white sheet is developed, it can be made into a transparency for a screen (see Appendix A-7).

EQUIPMENT NEEDED

- white paper
- box of transparencies
- letro-set

DOCUMENT SELECTION

After the key elements of a program have been observed, documents which will serve to emphasize those elements should be selected. These would include the following:

- memos to teachers, parents, administrators
- materials, catalogs, invoices
- budgets
- student progress reports
- lesson plans
- schedules
- teachers' logs
- inservice agendas
- sample teacher-made materials[2]

It is not necessary to take examples of documents that are only useful at that site or that will not be needed either to market or to implement at another site. This method of placing document selection last, reduces the time spent in selecting and copying materials.

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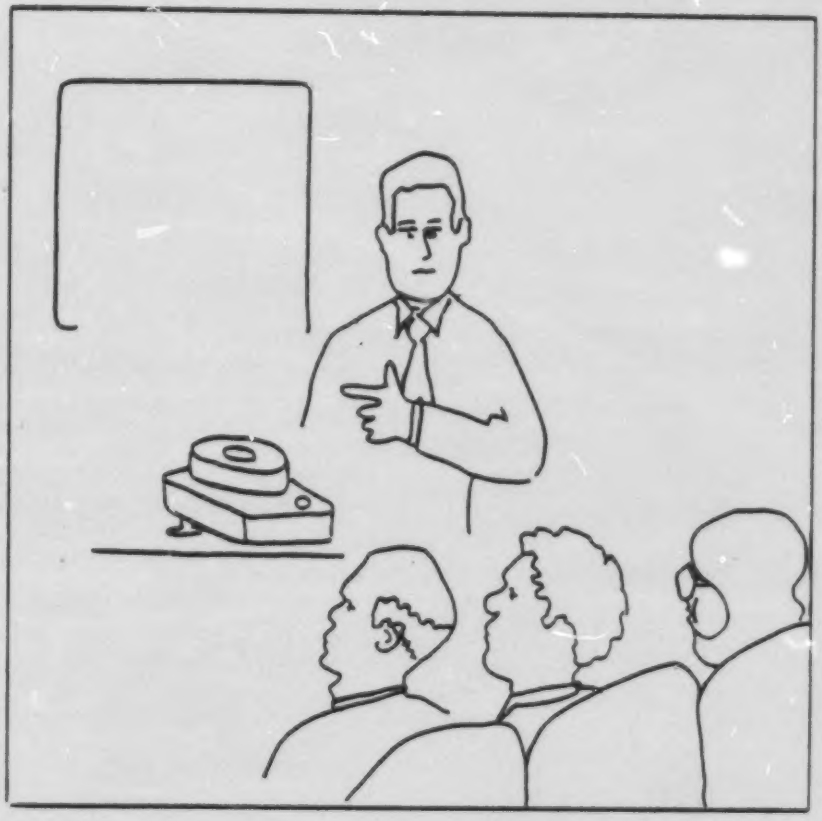
[2]Larry Vaughn. "An Educational Manager's Guide to Planning Program Institutionalization." Andover, MA, Network, 1980, p. 5.

Strategies for Marketing Programs

2

At The Regional Level



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Marketing successful programs at the regional level is a cost-effective way of dissemination both for the developer and the adopter. Costs that can be reduced for the adopter are in production of printed materials, mailing, duplication, and personnel. Costs for the adopter can be reduced in terms of personnel and travel costs.

Printed materials can be produced at the regional level which reduces the cost of design and reproduction for each program. Mailing costs will be reduced because one mailing can be shared by several programs. In terms of personnel, a project staff member can meet with many potential adopters on one day at the regional level and eliminate individual visits to various districts to encourage adoptions. Likewise, communities seeking innovative programs can view a number at one time.

Advertising at a regional level can be created. Articles on programs for publication in periodicals such as the MTA Today, The Commonwealth, The School Board Journal, the Superintendent's Newsletter, etc. can be written. Public service announcements and media appearances can be arranged. Brochures can be designed and mailed. All of these joint ventures will increase the visibility of each individual program.

A representative from each program staff in a region or an external agent can perform the following strategies, keeping in mind the following.

To be marketable, a product ideally should be:

- complete--so it can stand alone at an adopter site;
- timely--so it will solve a current challenge that adopters are facing;
- competitive, so it will not simply duplicate existing products or services;
- attractively packaged;
- appropriate for the skills and knowledge of those who will be putting it into practice.[3]

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[3]Fred S. Rosenau, Social Marketing--A Guide (First Draft). San Francisco, CA, Far West Laboratory, 1981, p. 6.

DEVELOPMENT OF A WRITTEN DOCUMENT

A booklet which will describe in depth key elements of each program in a region can be developed from the selection activities described in Section I. One editor will ensure that the programs are described in the same terms with the same language. This will make for ease in selection and comparison.

SEQUENCE OF TASKS IN PRODUCTION OF A BOOKLET

- Assimilation of information gained from interviews at each program site. This can be done by using a grid and tallying answers. (Appendix B-1)

- A review of the tapes and slides that were developed for each program. This will further highlight the key elements.

- An in-depth description of the program's key elements should be written for each program and submitted to the program director for verification and accuracy.

- An outline of the contents of the booklet should be drawn up (Appendix B-2)

- A narrative of the booklet should be written and prepared for publication.

- A graphic or photograph of each program should be acquired and art work done. Letro-set can be used by in-house personnel for headings and borders.

- Pages of booklet should be laid out.

- Booklet can be printed in one of several ways. Most cost-effective would be to use an in-house copy machine or a good copy center can take camera ready copy, type set and produce a finished product, or it can be taken to a printer, typeset and printed.

- Booklet can be mailed to all superintendents in the state with an introductory letter and an invitation to a regional presentation.

EQUIPMENT NEEDED

- interview tapes
- slides
- validation report
- lay-cut sheets
- letro-set
- rubber cement
- magic tape
- ruler
- Exacto knife
- White-out
- non-repro blue pencil
- masking or drafting tape

DEVELOPMENT OF A REGIONAL SLIDE PRESENTATION

A slide presentation of programs within a region can be used as a marketing tool at the regional, state, or national level. It can also serve to show to interested parties what is happening within that region. This is particularly effective for community groups and service agencies. If a community has money for an adoption, a disseminator can come to that community with this program and offer a selection of potential adoptions. Then, if two or three programs are selected for a closer survey, a more detailed presentation produced in Section I can follow as a next step.

Since there is a presentation for each program, it would be quite economical to select slides from those for a group presentation. A one-hour presentation, allowing approximately 10 minutes per program would include five slides from each program with narration.

Select slides from each program that illustrate the key elements that have been identified and written about in the booklet. Duplicates of these slides can be made from the originals or the negatives. Try to select slides that show the uniqueness of each program in comparison to the others.

This, then, is a presentation of several programs which is transportable in a notebook (Appendix B-3). A projector and screen can be provided on-site.

SEQUENCE OF TASKS

- select and duplicate slides
- label each slide and place in plastic, loose-leaf slide folder
- write narrative for each slide on a 5"x7" index card
- place cards and folders in loose-leaf notebook

EQUIPMENT NEEDED

- slide viewer (small hand-held panasonic)
- plastic slide holders
- 5x7 index cards
- loose-leaf notebook

DEVELOPMENT OF REGIONAL TRANSPARENCIES

In addition to slides, another marketing document is a set of transparencies for use in presentations. These are very economical to develop as they can be done by support staff using large typewriter elements and letro-set.

Using the booklet as a guide to the programs, the following sheets should be developed: (see Appendix B-4, 5, 6, 7).

- List of programs with directors, addresses, and phone numbers.
- A list of all the key elements that the programs have.
- A list that matches the elements with programs.
- A cost sheet for each program.
- Unique features for each program.
- Implementation design for each program.

EQUIPMENT NEEDED

- white paper
- large typewriter element
- letro-set
- box of transparencies

DEVELOPMENT OF HANDOUTS

A set of handouts for each program to be used at the regional level should be developed from the materials selected from the projects. These should be re-typed and copied so that they are uniform and easy to read. Different projects can be copied on different colors for ease in selection.

EQUIPMENT NEEDED

- white paper
- large typewriter element
- letro-set

REGIONAL EDUCATIONAL FORUM

A forum that would bring together developers and adopters for purposes of display and dialogue can be organized at a regional level and held in regional educational centers or in schools. Forums could begin late in the afternoon, or during release time. Three hours will be needed for exhibits and presentations.

Publicity for this event would be:

- the booklet that has been developed and mailed to superintendents;
- a flyer sent to individual principals (see Appendix B-8)
- news releases (see Appendix B-9)

Staff, school boards, and community members could be invited.

Three activities would be taking place:

1. An exhibit area -- each program would have a table and divicers set up in a large exhibit area, staffed by program personnel and showing examples of materials, students work, evaluations, pictures, etc.

2. Individual presentations of each program in separate rooms using slide and narrative, transparencies, handouts. Staff member could give presentation and answer questions.

3. Regional slide presentation (one hour) to give participants an overview.

Scheduled into the event should be a coffee time where informal dialogue can take place between developer and potential adopter.

SEQUENCE OF TASKS

- select, time, place, participants

- notify programs and arrange for logistics of each presentation

- three weeks prior to event, mail flyers and booklets
- arrange for food service, registration, rooms, exhibit area, audio-visual equipment
- set up schedule
- reproduce all forms, maps, schedule, hand-outs, etc.

Day of the Event:

- take care of physical set up of exhibit, registration, and refreshment area
- be sure all audio-visual equipment is set up
- greet developers and see that they are set up
- prepare registration area and see that it is staffed
- monitor flow of activities
- evaluation with developers at close of event.

DEVELOPMENT OF PRESENTATIONS FOR PROFESSIONAL CONFERENCES AND SEMINARS

As a program or programs gain visibility, opportunities to make presentations to groups of professionals at conferences, seminars, conventions and meetings can generate interest in adoptions from other regions or states. It is important at this level to have the emphasis of the presentation on the subject rather than cost and implementation strategies.

Working with programs for which there are already written and audio-visual materials, develop objectives to meet the needs of your intended audience. Select topics that can be illustrated by individual programs, for example, improvement of reading comprehension in high school students. Choose slides, transparencies, and hand-outs from each program that will meet those objectives.

In designing your presentation, try to combine several presentation methods, lecture, group discussion, audio-visual, brainstorming, etc. Key to a good presentation is a variation of activities. Prepare and duplicate all handouts, organize audio-visuals and have booklets and brochures for participants to take with them (Appendix B-10).

DEVELOPMENT OF BROCHURES

Brochures are an effective marketing tool for reaching a large audience. They can be distributed by bulk mail, in response to inquiries, during presentations, and at exhibits and conferences. They are designed to reflect the program or programs in style and content, and should be colorful and eye catching.

To develop a brochure involves planning, writing, designing a layout, preparing the mock-up and printing.

In planning brochures at the regional level, the first step is to decide on the audiences and the objectives for each audience; make lists of essential information for each audience; the appropriate format; and use of illustrations. Also, the type of printing, colors and size. A design that could be used for parents, teachers, superintendent, and school boards can be developed. The general layout, headings, color, size, etc. could be the same, but information pertinent to each group inserted.

SEQUENCE OF TASKS

- target audiences and develop objectives for same
- design format
- write and edit text
- match text with headings
- design lay-out (Appendix B-11)
- do mock up (Appendix B-12)
- have brochure printed
- disseminate.

EQUIPMENT NEEDED

- Exacto knife
- non-repro blue pencil
- lay-out sheets
- letro-set
- rubber cement
- magic tape
- ruler
- white out
- masking or drafting tape
- photographs or graphics

A Model for Implementation

3

Using An External Agent

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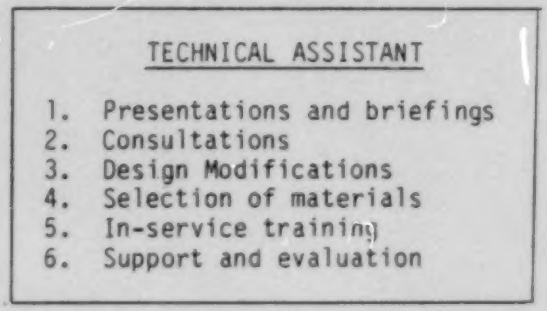
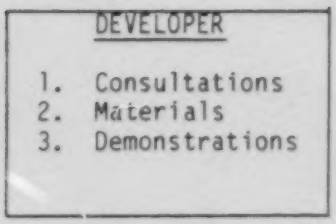
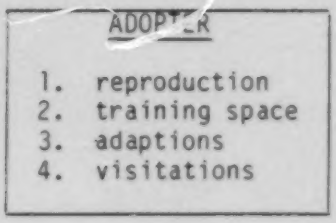
This Implementation Model is designed for an external agent to provide necessary technical assistance to both developer and adopter. This is a model designed to reduce costs for both developer and adopter in both dollars and staff time. The work of marketing, selection of materials, and training is done by an external agent. Cost to developer would be in some staff time when consultations were necessary with adopter site.

Costs to the adopter would be for materials, duplications, on-site visitations to developer site, and training.







After a decision to seek an adoption is determined by a system, presentations to the school board, community and others is made by the technical assistant using materials that are already available at the regional level. Special emphasis would be placed on costs of implementation, modifications, and evaluation results. Once adoption was approved the following steps would be made to implement the program using the above model.

1. Developer, adopter, and Technical Assistant would meet at adopter site to consult on modifications, materials, training, etc. This site would be necessary because of possible space modifications.

2. Technical assistant would design the program with modifications for the adopter site and review with both developer and adopter.

3. Technical assistant would visit developer site to select materials for duplication and to arrange for visitation.

4. Adopter would begin process of reproduction of materials, arrange for in-services, and briefings for community.

5. Technical Assistant would provide in-service training. (see Section IV)

6. Personnel from adopter site would visit developer and make observations, and consultations.

7. Technical Assistant would provide on-going staff support as program is implemented and arrange for on-going consultations.

8. Technical Assistant would provide for all evaluations.

Providing Training in Technical Assistance

4

A Program Outline

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A series of ten (10) 2 1/2 hour in-service sessions for existing staff can provide them with the skills necessary to serve as regional linking agents. All of the activities previously described are ones that regional staff should already have some skills in or knowledge of from prior experience. Educational professionals possess skills in public relations, marketing, and training that are transferrable to the dissemination process.

Ideally, in-service training and the development of strategies will take place simultaneously; so that as each activity is taking place, there will be ongoing support, feedback, and instruction from the trainer.

Goals for the in-service training will be to:

- instruct staff in selection of strategies
- instruct staff in development of marketing materials
- instruct staff in marketing techniques
- instruct staff in role as technical assistant for implementation strategies

The desired behavioral outcomes from this training are:

- knowledge
- understanding
- skills

Specific training modes include lectures, slides, dialog, readings, demonstration, coaching, role playing and skill practice exercises.

The following are examples of in-service training modules.

INSERVICE MODULE I

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. General introduction			
A. Ask group to write expectations on card		5"x7" index cards	10
B. Introduce the dissemination process	Lecture	Overhead	15
C. Introduce format 1. workshop 2. field activities 3. review	Lecture	Overhead	10
D. Synthesize expectations and pre-set goals	Group discussion	Flip chart	15
		BREAK	
II Selection Strategies A. Role of external agent B. Four processes 1. interview 2. observation 3. photography 4. document selection	Lecture	Overhead	15

OBJECTIVE	METHOD	EQUIPMENT	TIME
III. Interview Strategies	Lecture	Overhead	15
A. Set-up 1. permission 2. develop questions 3. arrange time 4. secure tape a. explain			
B. Questioning techniques and strategies 1. secure permission 2. timing 3. research 4. build on previous answers 5. provide rationale for questions	Group discussion Brainstorming	Flip chart	15
C. Mock interviews	Role play		15
D. Develop questionnaires	Small group		30

INSERVICE MODULE II

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Review of interviews A. Problems B. Revisions before visiting another site	Group discussion Coaching	Flip chart	30
II. On-site observations A. Intentional and methodical viewing of the program B. Be selective C. Look for: 1. social emotional climate 2. cognitive process 3. space and student grouping 4. teaching strategies 5. identified key elements	Lecture Audio-visual	Slide projector Overhead Flip chart	30

INSERVICE MODULE II (continued)

OBJECTIVE	METHOD	EQUIPMENT	TIME
D. Use of check list E. Use of tape recorder	Demonstration		15
		--BREAK--	
F. Develop check lists	Small group	Flip chart	15
G. Develop group check list	Large group	Flip chart	15
III. Photography A. Who can do it?	Brainstorming	Flip chart	30

INSERVICE MODULE III

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Review observations A. Problems B. Revisions	Group discussion Coaching	Flip chart	30
II. Photography A. Slide selection 1. review elements 2. brainstorm what's good B. Picture selection	Audio-visual Group discussion	Slide projector Flip chart	30
		BREAK	
III. Developing a slide presentation A. Go through steps of selection, labeling	Lecture	Slide projector	30
B. Develop narrative	Brainstorming	Overhead	
IV. Display Boards A. Group develop an advertising board	Small group	Large oak tag, old pictures Glue, magic markers Scissors	30

INSERVICE MODULE III (continued)

OBJECTIVE	METHOD	EQUIPMENT	TIME
V. Document selection A. List documents necessary for reproduction VI. Assign hand-out on social marketing	Lecture Brainstorming	Flip chart	15

INSERVICE MODULE IV

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Marketing A. Analysis B. Selection C. Materials D. Hard sell E. Follow-up	Lecture	Flip chart	30
II. Discussion of reading	Group		30
III. Developing a booklet or brochure A. Elements to include B. Use of tapes, interviews and slides	Lecture Brainstorming	Flip chart	30
		BREAK	
IV. Writing a booklet or brochure A. First draft B. Editing C. Headlines D. Printing	Lecture	Overhead	20

INSERVICE MODULE IV (continued)

OBJECTIVE	METHOD	EQUIPMENT	TIME
V. Lay-out and Design	"Guest lecture"	Flip chart	30
A. Tools of the trade			
B. Lay out a brochure	Small group	Copy, scissors, letro-set, glue	45
VI. Assign/bring 5 slides with narrative			

INSERVICE MODULE V

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Develop a regional slide presentation A. Each member will have 5 slides w/narrative B. Group will choose slides, develop new narrative and have 10-minute presentation ready	Small group	5 slide projectors 5"x7" cards	60
		BREAK	
II. Group presentations A. Each group show presentation B. Group critique	Group discussion	Slide projector Flip chart	75

INSERVICE MODULE VI

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. REGIONAL FORUM			
A. Planning	Lecture	Overhead Planning list	15
1. Steps to plan			
B. Setting up exhibits	Simulation	Table, boards	15
C. Program presentation	Audio-visual	Slide projector, overhead	30
		BREAK	
II. How to develop publicity	Lecture	Flip chart, hand outs	30
A. Flyers			
B. PSA's			
C. Mailings			
III. Designing a flyer	Small group	Paper, letro-set Scissors, glue	30

INSERVICE MODULE VII

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Review of Forum A. iron out difficulties B. set dates	Brainstorming	Flip chart	30
II. Professional presentation A. Adult training B. Workshop designs C. Quality materials D. Evaluation	Lecture	Overhead	30
BREAK			
III. Professional presentation A. Draw up objectives B. Write outline C. Pull slides, and tranparancies D. Begin design	Small groups	Slide projector, flip charts Overhead, transparencies	75

INSERVICE MODULE VIII

OBJECTIVE	METHOD	EQUIPMENT	TIME
I. Continue development of presentations	Small group	Slide projector, flip chart Overhead, transparencies	150

INSERVICE MODULE IX

OBJECTIVE	METHOD	EQUIPMENT	TIME
IMPLEMENTATION			
I. Role of a technical assistant A. Consultation B. Training C. Liaison D. Public relations E. Modifications F. Evaluation G. Support	Lecture Brainstorming	Overhead	60
		BREAK	
II. Consultation, liaison, modifications	Group discussion	Flip chart	30
III. Public relations A. Review marketing	Group discussion	Overhead	15
IV. Support and evaluation A. Review of previous field work	Group forum	Flip chart	15

INSERVICE MODULE X

OBJECTIVE	METHOD	EQUIPMENT	TIME
IN-SERVICE TO ADOPTER SITE			
I. Assessment	Lecture	Flip chart	30
A. What does staff need to know to perform role			
B. Who, what, how			
C. Training model			
D. What are key resources			
E. What kinds of staff incentives are available			
II. Setting Objectives	Group brainstorming	Flip chart	30
A. W/developer and adopter			
B. Select and reproduce			
BREAK			
III. Inservice Designs	Lecture	Overhead	60
A. Use hand outs			
B. Designs from resources			
IV. Problems	Brainstorming	Flip chart	20

Appendices 5

MERRIMACK EDUCATION CENTER
101 MILL ROAD, CHELMSFORD, MA. 01824

APPENDIX A-1

INTERVIEW QUESTIONS - SUPERINTENDENT

1. What is the background for the development of the program?

   who perceived the need? who developed the idea?

2. What were the developmental costs?

3. Who explained the program to the school board? staff? community?

4. What staff is needed?

5. Can you use existing staff?

6. What is the cost now?

7. What are your criteria for a successful program?

8. What do you see as the main components of the program?

9. Why would you like to see the program adopted elsewhere?

10. Will you be able to release staff for help in implementation at an adopter site?

APPENDIX A-2

INTERVIEW QUESTIONS - PROJECT ADMINISTRATOR

1. How did you become involved in the program?

2. What is your role?

3. What do you see as the key components of the program? in instruction? in administration? in management?

4. What subjects and grade levels are covered?

5. How is success evaluated?

6. What is the instructional design? scheduling?

7. How is the staff selected? students?

8. Are there difficulties in explaining the program to parents? teachers? the community?

9. What equipment and materials are necessary?

10. What kind of space?

11. What is your budget?

12. Key steps an adopter would need to take?

13. What are the important checkpoints in implementing?

14. Who needs to be involved?

15. What are some sources of funding?

16. Can pieces of the program be adapted?

17. Why would you like to see the program adopted elsewhere?

APPENDIX A-3

INTERVIEW QUESTIONS - TEACHERS

1. How did you become involved in the program?

2. What is your role?

3. Did you need any special training? in-service?

4. What do you see as the key components of the program?

5. Why do you consider it unique?

6. What kind of materials do you use?

7. Can you make your own materials?

8. Do you need support staff?

9. Are the students enthusiastic?

10. How do you evaluate success?

11. Can you explain why the program can and should be transported?

APPENDIX A-4

INTERVIEW QUESTIONS - PARENTS

1. How did you learn about the program?

2. What do you see as the most important parts of the program?

3. Do you work with the program as a volunteer? aide?

4. Do you tell others in the community about the program?

5. Why has the program been a help to your child?

6. How do you evaluate success for your child? grades? behavior?

7. Do you think other towns should have this program?

APPENDIX A-5

OBSERVATION CHECKLIST

Item to be Observed	Level of Activity High	Moderate	Low	Comments
SPACE				
1. diffusion of desks				
2. use of floor for work-space				
3. decoration of walls and bulletin boards				
4. display areas				
5. partitions				
6. degree of student movement				
7. degree of teacher movement				
8. work tables				
STUDENT BEHAVIOR				
1. attending to teacher				
2. listening to peers				
3. working independently				
4. talking about work with teacher				
5. talking about work with peers				

APPENDIX A-5 (continued)

OBSERVATION CHECKLIST

Item to be Observed	Level of Activity High	Moderate	Low	Comments
6. talking socially with teachers				
7. talking socially with peers				
8. drawing				
9. building				
10. distracting others				
11. experimenting				
12. presenting a play, panel, report				
13. recreational play				
14. daydreaming				
TEACHER BEHAVIOR 1. group instruction				
2. individual instruction				
3. plans organized				
4. established observable goals				
5. use of audio-visual materials				

APPENDIX A-5 (continued)

OBSERVATION CHECKLIST

Item to be Observed	Level of Activity High	Moderate	Low	Comments
6. diversity of learning methods and tasks				
7. encourages self-motivation				
8. discipline no problem				
9. evaluates promptly				
10. good classroom management				
OTHER				

APPENDIX A-6
INDEX CARD - NARRATIVE

SLIDE 15

Project PECIB

KEY ELEMENT - DEVELOPMENT OF WRITING SKILLS - PARAGRAPHS

Key to this program is the development of a variety of writing skills. In this picture, students are participating in a creative writing assignment and are meeting with the teacher to discuss their first draft. After this one-to-one discussion, student will correct mistakes and prepare final draft for inclusion in class book. All writing assignments are begun after a visitor and/or field trip and always include a discussion with the teacher for spelling and grammar.

48. If your child has to travel to and from school on a bus, the fundamentals of bus safety--to stand well back from the road while waiting for the bus; to always remain seated while the bus is moving; and to keep head and arms inside the bus at all times--should be taught. When it is necessary to cross the street to board the bus, teach your child to STOP, LOOK and then WALK across the street to the bus only after the bus driver has signaled that it is safe. Children learn very quickly from experience. Why not ride a bus with your child and demonstrate the fundamentals of bus safety? If your child is permitted to ride a bicycle to school, be sure the child knows and obeys bicycle laws. The bicycle should be checked frequently to be sure the brakes are working properly and that the handlebars and seat are not loose.

49. Your child's health is reflected in most areas of schooling and should be cared for by you and your physician and dentist. Any condition of a serious nature should be reported to the school. You should continue to emphasize personal hygiene and cleanliness. Diet is of prime importance. A good breakfast to start off each day is important. Follow through on eye and ear screenings and routine immunizations. Consult your child's physical education teacher concerning physical development and coordination and how you may assist.

50. Encourage the habit of vigorous daily activity. Active play builds strong muscles, which are basic to good health and posture. Join your child in active games and stress good sportsmanship. Encourage participation in creative activities and individual and team sports.

51. Does your child "hate" a certain subject? Find out why. Your child may need extra help. Maybe your own aversion to a certain subject has caused it. Seek the reason behind the dislike, then enlist the teacher's help so that you can work together to conquer it.

52. Learn as much as you can from the school principal and staff about school curriculum, teaching methods, club activities. Then you can give your child help that fits realistically into everyday learning programs.

REMEMBER! LISTEN WITH INTEREST, ENCOURAGE AND ASK QUESTIONS, BE GENEROUS WITH PRAISE, ENTHUSIASM AND SYMPATHY. YOU CAN BRIDGE THE GAP BETWEEN HOME AND SCHOOL AND MAKE LEARNING FUN FOR BOTH YOU AND YOUR CHILD.

52 Ways to Help Your Child Learn--Produced cooperatively by the Northern California Public Relations Committee, the National Education Association, and the California Teachers Association.

APPENDIX B-1

GRID FOR TALLYING INTERVIEWS

QUESTION	SUPERINTENDENT	PROGRAM DIRECTOR	TEACHERS	PARENTS
1. Key elements from your perspective				
2. Your role				
3. Staff/Training				
4. Why do you consider it unique?				
5. How do you evaluate success?				
6. Why do you feel other systems will benefit from program?				
7. Sources of funding				
8. Key steps an adopter would need to take?				
9. Cost of implementation?				
10. Equipment and materials				
11. Space				

APPENDIX B-2

OUTLINE CONTENTS OF BOOKLET

I. INTRODUCTION

II. LIST OF PROGRAMS

- A. Name
- B. Address
- C. Program Director
- D. Contact Person

III. DESCRIPTION FOR EACH PROGRAM

- A. Two paragraphs

IV. KEY ELEMENTS

- A. For each program
- B. List

V. UNIQUE FEATURES OF EACH PROGRAM

VI. COSTS OF EACH PROGRAM

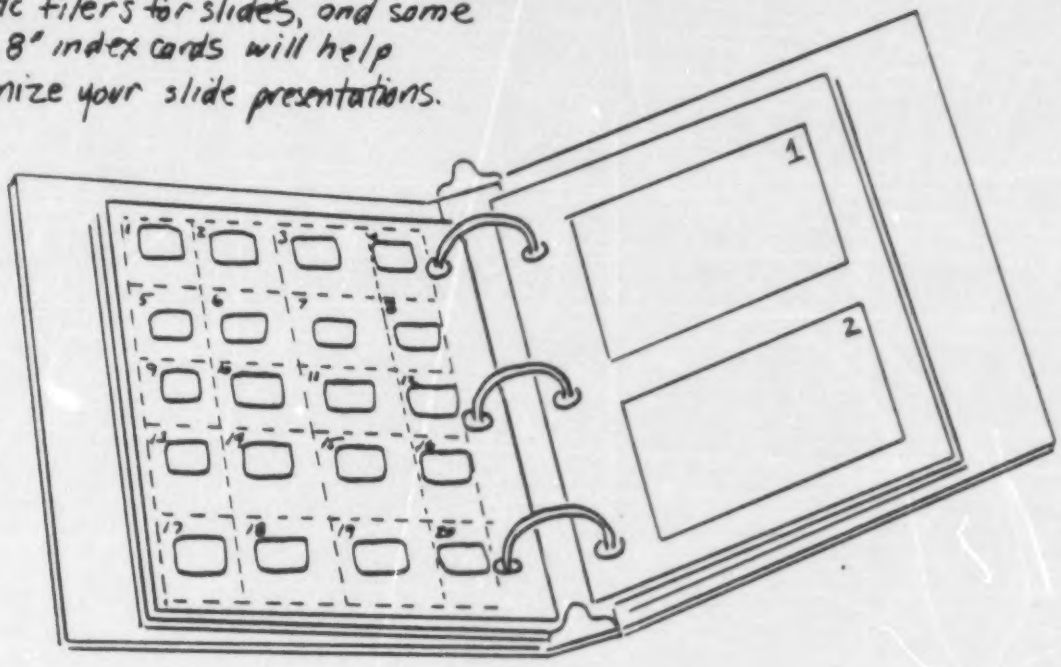
VII. STAFFING FOR EACH PROGRAM

VIII. TRANSPORTABILITY

Appendix B-3

SLIDE NOTEBOOK

A standard three-ring binder, some plastic filers for slides, and some 5"x8" index cards will help organize your slide presentations.



TIPS FOR USING SLIDES

Write on the slide frames. This will save time sorting and searching. But don't forget to put them in to the carousel upside down and backwards.

Use as many close-ups as possible. Vary the depth and angle to create a sense of pace.

Show <u>people</u> over things, unless it is some equipment your project owns or has built. Let the people tell your story, by showing what they do.

Just "people" isn't enough. What is happening in your project? Where is it located? Who are on the staff? Who help and support? What does it cost? How are your results being evaluated? How is it different? What problems, issues, or themes does it address? What is the "content" of your project. How can you use your slides to let them know you "know your stuff?"

IN THE BEGINNING...

You may want to write two or three sentences to go with each slide. Later, you won't need them.

If some cards are long, then keep others short. Keep your audience alert by changing pace

The completed <u>script cards</u> may be studied and used by other staff members or persons who will be taking your "story" on the road.

You now have not only a good promotional tool, but a valuable documentation of the history and development of your project.

from Douglas S. Fleming, "Talking About Your Educational Project," Management Training Program, May, 1981.

APPENDIX B-4

Overhead Transparency

PROMISING PROGRAMS

PROJECT BICEP
PATRICIA DUFFY, DIRECTOR
CAREER EDUCATION RESOURCE CENTER
744 WEST MAIN STREET
HYANNIA, MA 02601
(617) 771-1721

PROJECT HIGH TECH
KARLA DELETIS
FRANKLIN PUBLIC SCHOOLS
FRANKLIN, MA

INFUSION-INSERVICE
WAYNE CAMERA
WEST BRIDGEWATER PUBLIC SCHOOLS
WEST BRIDGEWATER, MA 02379
(617) 588-8638

PROJECT GREEN THUMB
DOUGLAS S. FLEMING
LUNENBURG HIGH SCHOOL
LUNENBURG, MA 01462
(617) 582-9941

APPENDIX B-5

Overhead Transparency

KEY EMPHASIS

PROJECT BICEP

- SELF-AWARENESS
- ATTITUDES AND APPRECIATIONS
- EDUCATIONAL AWARENESS
- CAREER AWARENESS
- ECONOMIC AWARENESS
- BASIC COMPETENCIES
- DECISION-MAKING

PROJECT HIGH TECH

- ATTITUDES AND APPRECIATIONS
- CAREER AWARENESS
- DECISION-MAKING

INFUSION-INSERVICE

- CAREER AWARENESS

PROJECT GREEN THUMB

- SELF-AWARENESS
- ATTITUDES AND APPRECIATIONS
- CAREER AWARENESS
- EMPLOYABILITY SKILLS

APPENDIX B-6

Overhead Transparency

CONCEPTS

SELF-AWARENESS

- PROJECT BICEP
- PROJECT GREEN THUMB

ATTITUDES AND APPRECIATIONS

- PROJECT BICEP
- PROJECT HIGH TECH
- PROJECT GREEN THUMB

EDUCATIONAL AWARENESS

- PROJECT BICEP

CAREER AWARENESS

- PROJECT BICEP
- PROJECT HIGH TECH
- INFUSION-INSERVICE
- PROJECT GREEN THUMB

APPENDIX B-7

Overhead Transparency

APPROXIMATE COSTS TO IMPLEMENT PROGRAMS

PROJECT BICEP - $32,000.00

PROJECT HIGH TECH - $7,000.00

PROJECT INFUSION-INSERVICE - Federal grant

PROJECT GREEN THUMB - $80,000.00

APPENDIX B-8

FLYER

REGION 1

PROMISING PROGRAMS

FORUM

Tuesday, January 20, 1983

REGIONAL SERVICE CENTER
10 MARKET ROAD
UPTOWN, MASS.

TIME: 2:00 - 5:00 P.M.

E X H I B I T S

S L I D E P R E S E N T A T I O N S

C O M P A R I S O N S

D I S C U S S I O N S

H A N D S - O N

ALL WELCOME!

TEACHERS ADMINISTRATORS
PARENTS SCHOOL BOARD MEMBERS

FOR FURTHER INFORMATION CALL THE CENTER AT 256-9225

APPENDIX B-9

NEWS RELEASE

EASTERN REGIONAL DEPARTMENT OF EDUCATION

Contact Person:
Ann Scholar 654-2312

Six outstanding educational programs in Eastern Massachusetts will be the focus of an Educational Forum to be held on November 10, 1982 from 3-6 p.m. at the Eastern Center, 10 Hillside Drive, Upton, Mass. Programs will be featured in workshops, exhibits and slide presentations. Over 300 parents and educators are expected to attend.

1. Should have a contact person.
2. Should be triple spaced.
3. Mailed to all newspapers, radios, and t.v. in area.

APPENDIX B-10

PRESENTATION TO PROFESSIONAL GROUPS

TEACHING WRITING SKILLS THROUGH CAREER EDUCATION IN SIX MASSACHUSETTS COMMUNITIES

OBJECTIVES

- To show how basic skills can be taught through innovative programs
- To show specifically how interest in creative writing can be stimulated through economic education
- To show specifically how individual direction can be increased through management of writing programs

MATERIALS NEEDED

- Slides of programs in writing
- Transparencies of addresses and key elements
- Handouts of addresses, plans, key elements
- Overhead projector
- Flip Chart
- Brochures, booklets
- Sign up cards

WORKSHOP DESIGN

I. Introduction (Lecture)

   A. Who presenter is

   B. How regional presentations were developed and why

II. Group Expectations (Group Discussion)

   A. Ask audience what they would like to find out about programs

   B. Questions they have

   C. What their interests are

APPENDIX B-10 (continued)

III. Introduction of Programs (Audio-Visual)

A. Slide of each program

B. Transparency with names/addresses

C. Handout with same information

IV. Elements of Writing Skills (Lecture)

A. List on overhead.

1. grammar
2. spelling
3. content
4. creativity

B. Ask audience to add to list (brainstorming)

V. Match programs to skills.

A. How did programs stimulate creativity

1. Transparency
2. Slides of field trips, visitors, etc.

B. How did programs add to content?

1. Outline steps used in various programs
2. Teacher time
3. Shared time

VI. Display actual materials that were produced.

VII. Ask audience if they have questions.

VIII. What or who is needed to develop programs like these

A. List who participates.

1. children
2. teachers
3. support staff

4. parents
5. retired
6. community

B. Cost

C. Personnel

IX. Materials for Dissemination

A. Hand-outs.

B. Envelopes for people to self address.

C. Business cards.

X. Workshop Evaluation

APPENDIX B-11

DESIGN AND MOCK-UP OF BROCHURE

1. Use 8 1/2" by 11" paper and fold into 3 equal parts.
2. Use one part for cover and one for mailing.
3. Cut text and headings into sections.
4. Assemble graphics and illustrations.
5. Arrange text and illustrations, add borders and boxes.
6. Add return address and bulk mail imprint.
7. Critically assess the design; solict advice of others.
8. Paste text in-place, then graphics, letro-set headlines
9. Choose paper-print.

- 3-fold
- title and addresses

Project Capture
Uxbridge Schools
Uxbridge Ma. 01569

- information about program
- interesting graphic

Are you capture-compatible?

- DO YOU HAVE MICROCOMPUTERS AVAILABLE TO STUDENTS SELECTED FOR PARTICIPATION IN THE CAPTURE CURRICULUM?
- DO YOU HAVE SCHEDULES FLEXIBLE ENOUGH TO ALLOW STAFF TO SUPERVISE STUDENTS AS THEY WORK THROUGH THE INDEPENDENT STUDY UNITS?
- DO YOU HAVE FACULTY WILLING TO COMMIT THEMSELVES TO DEVELOPING COMUTER LITERACY, PROGRAMMING SKILLS, AND METHODS OF INDEPENDENT STUDY?

- eye appeal
- graphic
- repeat of address

a way to CAPTURE talent ...

PROJECT CAPTURE

COMPUTERS ASSISTING PEOPLE TO USE REFLECTIVE ENQUIRY

UXBRIDGE PUBLIC SCHOOLS
UXBRIDGE, MA. 01569
(617-278-7796

S2

- request for information
- on return address form

INFORMATION REQUEST

DEAR PROJECT CAPTURE:

I WANT MORE INFORMATION ABOUT THE FOLLOWING:

--CURRICULUM OVERVIEWS AND INSTRUCTIONAL MATERIALS AVAILABLE FROM PROJECT CAPTURE

--PROGRAM PRESENTATIONS FOR IN-SERVICE, DEPARTMENT MEETINGS, SCHOOL COMMITTEE, OTHER_____

--DEMONSTRATIONS TO VISITORS AT PROJECT CAPTURE

--ASSISTANCE IN PREPARING STATE DEPARTMENT MINI-GRANT PROPOSALS FOR REPLICATING PARTS OF PROJECT CAPTURE

--ASSISTANCE IN THE ON-SITE IMPLEMENTATION OF ADOPTION/ ADAPTION PLANS.

CONTACT:_____
ADDRESS:_____
POSITION:_____
TELEPHONE:_____

- two sections are left for in-depth description

WHAT YOU GET WITH A PROJECT CAPTURE MINI-GRANT

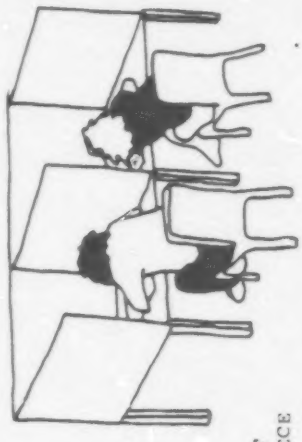
- o INTRODUCTORY UNIT WHICH CAN BE OFFERED TO ALL STUDENTS AT THE GRADE LEVEL SELECTED. YOUR STUDENTS WILL DEVELOP THE KNOWLEDGE, SKILLS, AND ATTITUDE TO USE MICROCOMPUTERS IN CREATIVE PROBLEM SOLVING.
- o COMPLETE EVALUATION PACKAGE FEATURING PRE AND POST TEST INSTRUMENTS TO DEMONSTRATE THE EFFECTIVENESS OF THE CAPTURE PROGRAM.
- o INDEPENDENT STUDY UNITS FOR FIRST AND SECOND YEAR LEVEL STUDENTS. THESE MAKE MONITORING STUDENT PROGRESS EASIER.
- o TEACHER TRAINING WORKSHOPS IN COMPUTER LITERACY, COMPUTER PROGRAMMING AND USE OF CAPTURE CURRICULUM MATERIALS. THESE INCREASE YOUR STAFF CAPACITY AND COMPETENCY.
- o CONTINUING ASSISTANCE IN IMPLEMENTING A COMPUTER ASSISTED LEARNING PROGRAM IN YOUR SCHOOL SETTING. THE EXPERTISE AND EXPERIENCE OF THE CAPTURE STAFF ASSURES EFFECTIVE DEVELOPMENT.

FOR MORE INFORMATION, CONTACT:

JOSEPH MAHONEY, PROJECT DIRECTOR
KENT BAILEY, PRINCIPAL, UXBRIDGE HIGH SCHOOL
MICHAEL RONAN, SUPERINTENDENT OF SCHOOLS

UXBRIDGE SCHOOL COMMITTEE

THOMAS TRACY, CHAIRMAN — WILLIAM KING
JAMES NYDAM, VICE CHAIRMAN/SEC — NORMAN FORGET
BEVERLY GONSALVES — MICHAEL DEWEECE



PROJECT CAPTURE IS AN E.S.E.A.
TITLE IV-C DEMONSTRATOR/
DEVELOPER PROJECT VALIDATED
BY THE MASSACHUSETTS DEPARTMENT
OF EDUCATION

APPENDIX C-1

PROJECTS AND PRODUCTS DISSEMINATION PLANNING GUIDE

STAGES/Activities	*Decision to be made or next step to be taken:*	*Staff responsible*	*Target date:*	*Completed or ready to go!*
I. PLANNING				
A. *Identify program components to be disseminated*				
B. *Determine adaptation possibilities of components*				
C. *Identify existing dissemination systems*				
D. *Develop documentation system for dissemination activities*				
II. AWARENESS				
A. *Identify appropriate target audiences*				
B. *Develop awareness plan and identify strategies*				

Adapted from Model Program Support System, A Project of the NETWORK, 1978.

APPENDIX C-1 (continued)

PROJECTS AND PRODUCTS DISSEMINATION PLANNING GUIDE

AWARENESS (CONT'D)	*Decision to be made or next step to be taken:*	*Staff Responsible*	*Target Date:*	*Completed and ready to go!*
C. Develop awareness materials				
D. Arrange, conduct visits at demonstration site				
E. Finalize program implementation plan.				
III. SELECTING ADOPTER SITES				
A. Identify potential adopters				
B. Establish selection criteria				
C. Design and conduct needs assessment at potential adopter site				
D. Confirm availability and suitability of needed facilities, resources, and staff at adoption site				

PROJECTS AND PRODUCTS DISSEMINATION PLANNING GUIDE

SELECTING ADOPTER SITES (cont'd)	*Decision to be made or next step to be taken:*	*Staff responsible*	*Target date:*	*Completed or ready to go!*
E. Design adoption agreement and procedures				
F. Negotiate your involvement and mutual expectations				
G. Obtain commitment from key personnel				
H. Identify subgroups in adopter site likely to be favorable or unfavorable to the adoption				
I. Identify strategies for local support				
IV. TRAINING				
A. Assess training needs of adopter site				
B. Design and negotiate training plan				
C. Conduct training program				
D. Evaluate training program and identify additional training needs				

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APPENDIX C-1 (continued)

PROJECTS AND PRODUCTS DISSEMINATION PLANNING GUIDE

V. INSTALLATION OF THE PROGRAM	*Decision to be made or next step to be taken:*	*Staff Responsible*	*Target Date:*	*Completed or ready to go!*
TRIAL				
A. Identify trial agency in adopter site				
B. Negotiate necessary adaptations in program components with trial staff				
C. Negotiate trial adoption: implementation plan, resources, timeline, evaluation criteria monitoring procedure				
C. Negotiate trial adoption: implementation plan, resources, timeline, evaluation criteria, monitoring procedure				
D. Implement trial adoption				
E. Evaluate trial adoption				
IMPLEMENTATION				
F. Review adoption agreement: commitment, expectations, responsibilities				
G. Implement program				
H. Develop documentation and evaluation procedures/record keeping system				

APPENDIX C-1 (continued)

PROJECTS AND PRODUCTS DISSEMINATION

PLANNING GUIDE

INSTALLATION (cont'd)	*Decision to be made or next step to be taken:*	*Staff responsible*	*Target date:*	*Completed or ready to go!*
I. Monitor installation				
J. Evaluate installation				
VI. ON-GOING SUPPORT/LONG TERM FOLLOW-UP				
A. Negotiate terms of on-going support				
B. Monitor long-term student results/program effectiveness data				
C. Plan and provide necessary follow-up technical assistance				
D. Develop and maintain effective working relationships among adopter sites, SEA, and diffusion networks				
E. Review diffusion plan, materials, and staff for effectiveness				

PROJECTS AND PRODUCTS DISSEMINATION

PLANNING GUIDE

ON-GOING SUPPORT (CONT'D)	*Decision to be made or next step to be taken:*	*Staff Responsible*	*Target Date:*	*Completed or ready to go!*
F. Identify and train turn key trainees				
G. Begin disengagement from adopter site				

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